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ABSTRACT

The Library/Head Start Partnership Project is administered through a joint agreement between the Library of Congress Center for the Book and the U.S. Department of Health and Human Services Head Start Bureau. Its purpose is to demonstrate how libraries that serve young children can plan and work with Head Start programs to enhance learning and parent involvement in children's literacy and language development. As part of a multimedia resource package produced to support the development and operation of the partnership, this guide is designed to assist Head Start staff and librarians who show the video which is also included in the multimedia package. Topics covered in the guide are: potential programs for the video; suggestions for using the video in a workshop for staff awareness/development; a list of state library agencies for referral and resources; the complete script of the video; and a list of books discussed in the video. (JLB)

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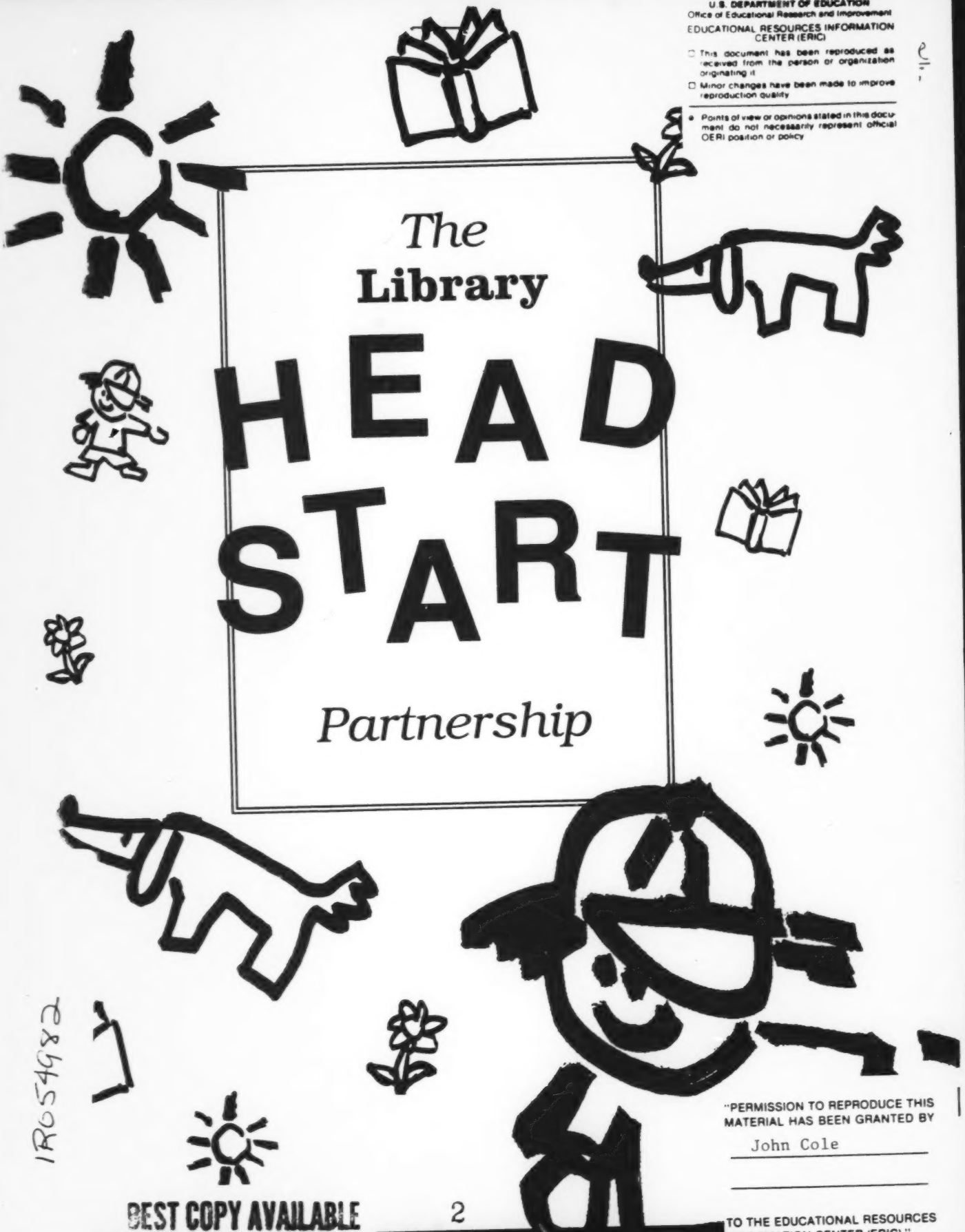
The Library HEAD START Partnership



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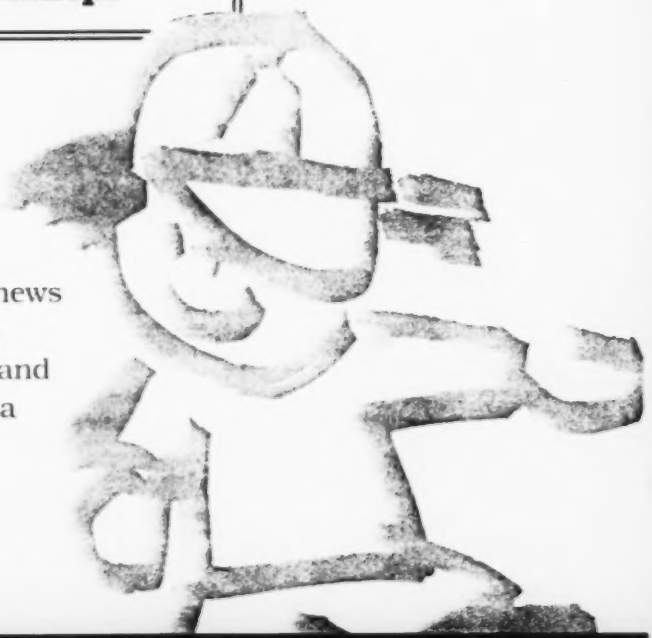
Books Change Lives

Guide to the Use of

The Library HEAD START *Partnership*

Video for Programs and Workshops



by
Virginia H. Mathews
assisted by
Susan Roman and
Marcia Trotta

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The Center for the Book . Library of Congress . Washington, DC 1993

Virginia H. Mathews is coordinator of the Library-Head Start Partnership Project. Susan Roman is executive director of the Association for Library Service to Children, a division of the American Library Association, and Marcia Trotta is deputy director of the Meriden Public Library in Meriden, Connecticut. The author also wishes to acknowledge the advice and help she received from Trellis Waxler of the Head Start Bureau and Carole Talan, family literacy specialist, California State Library.

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INTRODUCTION TO THE PARTNERSHIP

The Library-Head Start Partnership Project is administered through a joint agreement between the Center for the Book in the Library of Congress and the Head Start Bureau of the U.S. Department of Health and Human Services. The project is being carried out with the collaboration of the Association for Library Service to Children, a division of the 55,000 member American Library Association. The project is designed to demonstrate in communities nationwide how libraries that serve young children can plan and work with Head Start grantees/classrooms to enhance learning and parent involvement in children's literacy and language development. The multimedia resource package produced to support the development and operation of the partnership encourages Head Start teachers, home visitors, aides, volunteers and parents to integrate books and other library resources and services into the day-to-day learning experiences and build bridges between Head Start and the child's home.

In addition to the video and this guide to its use, there will also be a loose-leaf notebook of resources. The resource notebook will be available after it is field tested in several regional workshops in 1993-94.

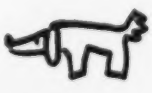
The Library-Head Start Partnership Project is being developed with the full cooperation of the Association for Library Service to Children and many of its 4,000 members will continue to be involved, as they have been during the planning phase, with Head Start leadership across the country. The goal is a network of library and family literacy resources that will ensure that more young children reach school eager, and ready to learn.

The Center for the Book in the Library of Congress was established by law in 1977 to stimulate public interest in books, reading and libraries. In addition to 28 affiliated state centers, it has enlisted more than 100 organizations, private and governmental, as reading promotion partners. This project with Head Start continues a cooperative effort that began in 1989 with a symposium on "Learning Opportunities for Children: Libraries and Their Partners", which was co-sponsored with ALSC.

Head Start was launched by the federal government in 1965 to help young children from low-income families get a better start in life. Aimed primarily at 3-5 year olds, it is a comprehensive child development program that fosters learning, better health, active parent involvement and family self-sufficiency. Today, over 721,000 children and families are served by Head Start programs each year.

Additional copies of the video, with its user's guide, are available to librarians and others who wish to have it, and can be obtained by sending a $25 contribution to The Center for the Book in the Library of Congress, Washington, D.C. 20540, with a request to send the video and guide. Details about the availability of the Resource Notebook will be disseminated later. All materials, prepared for the primary use of Head Start personnel, will be sent to them directly from the Head Start Bureau.

This video cannot be used for commercial purposes. Anyone wishing to broadcast the video or any of its parts for educational purposes must obtain permission from the Center for the Book, Library of Congress, Washington, D.C. 20540.



WHAT IT CONVEYS AND TECHNICAL INFORMATION

WHAT THE VIDEO IS INTENDED TO CONVEY

- Demonstrates/encourages development of a "print-rich" classroom.
- Highlights what librarians who serve children do, and how they do it.
- Shows how books help to individualize learning experiences and stimulate inquiry.
- Indicates how exposure to, and familiarity with books "sets the stage" for helping 3-5 year olds get ready to learn to read for themselves.
- Shows how books, carefully fitted to individuals, can help develop self-esteem, confidence, the desire to share ideas, emotional perspectives and a sense of sequence and order.
- Demonstrates that books, and programming with books, provides a means for parents to become more closely involved in children's imaginings, fears and interests.
- Highlights family literacy potential and how parents can easily become involved in modeling reading enjoyment and bridging from home to classroom learning and back the other way.
- Shows how library programs can spin out from the children to other areas and spill over into becoming resources for the whole family.
- Depicts settings, real and imaginary, and different kinds of characters; shows interactions of people of different cultures, genders and ages to give children a sense of a world much wider than the one they live in.
- Relates words, concepts and critical thinking skills to all areas of the curriculum in the education program, and also to other Head Start components.
- Provides ideas about how librarians and Head Start staff, parents and volunteers, can use books and other media to reinforce and expand everyday activities in the classroom.
- Demonstrates how recognition of self and one's own feelings in books can help children overcome a sense of isolation and become more articulate.

- Shows librarians and Head Start staff, teaming with parents, how to help children through the use of books to make choices, compare and contrast, predict and analyze. It shows that books and stories inspire children to create in words and pictures, stories of their own.

TECHNICAL INFORMATION ABOUT THE VIDEO

This video is a basic element in the resource package for the Library-Head Start Partnership. Complete on this single video cassette, the full program runs for 39 minutes and 22 seconds. It is composed of four segments, any one of which can be used by itself or in flexible combination with the others as time and need dictate.

The video was shot chiefly at the Martin Luther King Memorial Library of the District of Columbia Public Library System, and in the two sessions—one in the morning, the other in the afternoon—of the Viers Mill Elementary School of the Montgomery County Public Schools. The school, as well as its Head Start component, is outstanding for its cultural diversity and dynamic program.

The video runs on a standard VHS format. The segments run in order, with a short pause between them. Segment I (6 minutes, 41 seconds) explores the scope of the Library-Head Start Partnership and how it can work; Segment II (11 minutes, 38 seconds) is "Entering the World of Books" and demonstrates the wide variety of library program formats and techniques, including storytelling, reading aloud, puppets of many types, dramatic play, related video and audio tapes, and many other enhancements and extenders that can help make books a joyful discovery; Segment III (11 minutes, 32 seconds) is about "Evaluation and Selection of Materials" and provides criteria for deciding "what makes a good book good" and fascinating to children; and Segment IV (10 minutes, 21 seconds) shows "Library Assistance to Adults" in the Head Start world—teachers, home visitors, aides, volunteers and parents and others who may be family to the children. Sections of this final segment include "Building Bridges to the Home"; "Library Resources for Adults"; and "Technical Assistance for Head Start Staff". This segment shows how the presence of library materials and staff in the lives of the children not only supports their educational and emotional experiences but can serve to reinforce the all-important parent involvement component of Head Start, and link library resources to all Head Start components.

USING IT AS A PROGRAM WITH GROUPS

This video is targeted primarily to Head Start staff and is intended to assist them in building an effective partnership with librarians who serve young children. The secondary audience is the librarians themselves, so that they realize what raised expectations Head Start staff may have of them. However, the video can be used to raise awareness of the Head Start program and of library programs and the value of forming their partnerships with many other audiences, among them: potential volunteers, potential funding sources, the personnel of other early childhood, and family serving agencies.

Here are some groups to whom you might offer to show this video as an hour long program (including time for discussion):

- Friends of the Library and Trustees of the Library
- Adult learners and potential learners
- Daycare providers and childcare/youth services coordinating councils
- Elementary school teachers and members of PTA
- Library school classes and staff development sessions for librarians
- City Councils and Boards of Supervisors
- Mayors and other local and state elected officials
- Staff and administration of local social service agencies
- Staff of city and county health departments
- Members of service clubs and organizations such as Rotary, Soroptomist, Kiwanis, AARP units.

Since public libraries throughout the country have suffered severe budget and staff cuts, you might, if appropriate, make a plea for funds to assist librarians in taking on this additional major task of supporting Head Start programs because of their important role in developing learners, and literacy. Be sure they understand that all the people in the video are really doing what they do and speaking without a script. Only the narration was scripted. If time is too short to show the entire video, Segment I and IV work well together. Segment IV emphasizes the importance of parent involvement as the children's first and primary teacher. These two give you 17 minutes of film, so they could, with brief discussion, fit into a half hour time slot. You "fast forward" the tape through Segments II and III.

Introduce a program for an audience by talking briefly about why kids need libraries and what libraries can do to help meet the growing need for lifelong learning patterns and

higher level thinking skills, job and career flexibility and relearning along the life span. Mention also that we know from much research that high level literacy is usually based on exposure to books and reading enjoyment in very early childhood, and above all to parents and other significant adults who are observed reading and being very involved in it.

If time permits, encourage audience discussion after viewing about how library intervention with the Head Start program in the lives of low-income families can perhaps lay a foundation of prevention for educational and social dysfunctions of children as they grow older: illiteracy, dropping out, teen pregnancy, despair and depression, addiction and criminal behavior and other problems.

Ask audience members how they, as individuals or a group, can see themselves getting involved and helping with the Library-Head Start Partnership. Ask if there are those in the audience who would like to help. Ask what other groups they think should see the video.

SUGGESTIONS FOR USING THE VIDEO IN A WORKSHOP FOR STAFF AWARENESS/DEVELOPMENT

In doing a workshop you want maximum participation, so it is suggested that there be full discussion after the showing of each segment. Possible questions:

SEGMENT I

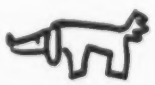
- If the librarian does not contact you, what can you do to begin to establish the partnership?
- Why is it important for you to visit the library right at the beginning and not just have the librarian come to see you in your classroom?
- Does any Head Start person here have an on-going relationship with the library? How did it start and what happens?
- Any relationship to be successful should be mutually beneficial. What do you think the library and the librarians get out of working with Head Start?
- Why is it important for the library staff to know as much as possible about the children in your classroom, their families, and the curriculum?

SEGMENT II

- Why do we tell stories in so many ways?
- Why is it important that some of the parent/family/children events be held in the library and not just in the Head Start classroom?
- In addition to good storytellers, what other kinds of people resources could the librarians help you to find out about?
- Let's talk about the role of books in building resilience, self-esteem and self-confidence and perspectives in Head Start age children. What do these things have to do with developing language and pre-reading skills, including imagination and the willingness to ask questions and share observations and feelings?
- What are some of the basics you believe are important to making a good presentation?

SEGMENT III

- Why is it so important to expose the children to the books and other materials of the highest quality? What book do you like best to read or tell from?



- In the video some of the qualities that make a good book were outlined: which are the ones you would look for first because you believe they are more important than some of the others?
- Have a group of books available: examine them and talk about them. What would a child or several children in your class enjoy most about one or more of them? How do you believe one of these books might raise a child's sense of self-esteem? Lend a sense of perspective?
- Can you think of ways to use some of the books shown in the video or those you have at hand in the workshop in connection with your curriculum?
- What kinds of lists would you like to have to help you select books? How would you like the librarians to help you?
- Can you think of some other kinds of extenders or enhancers, perhaps objects of various kinds, to use with books either to lead up to them or to help children to remember them or something important to him or her) about them long after they have been read? What enhancers from the video did you like best?

SEGMENT IV

- What are some of the ways you can help parents to learn to reinforce or lead into books? Discuss some of the ways to talk to children, take advantage of everyday events to lead to reading.
- What help do you think you could give to parents who would like to read better so that they can model reading for their children and share books with them? How could the librarian help with this?
- Could you do a parent workshop about books and learning differently from the one shown in the video? What would you do?
- What are some of the ways that parents/families of your children could benefit from getting to know more about available library services?
- How do you think librarians can be of greater help to those parents in the home-based option and to the Head Start staffs who provide for them?
- What kinds of technical assistance would you most like to have from the librarians?

A LIST OF STATE LIBRARY AGENCIES FOR REFERRAL AND BACK-UP RESOURCES

Libraries are at present having some severe budget and staff problems, but the great majority of them are still eager to reach out to you in Head Start throughout the country to be of support and serve Head Start children and their parents. However, some have such short hours and limited staffs that they may not be able to stretch themselves any further at present. Should you encounter this situation at your local library, you should contact one of the state library agencies listed below. These state library agencies should be able to direct you to a better source for the help you would like to have in beginning your Library partnership. Meanwhile, we are endeavoring to build a network of resource people—perhaps several in each state—who can also try to assist you. You will be informed when this additional resource is in place.

ALABAMA
Alabama Public Library Service
6030 Monticello drive
Montgomery, AL 36130

Chief Officer
Patricia H. Harris, Director
(205) 277-7330
Youth Services
Fred Neighbors

ALASKA
Alaska State Libraries, Archives and Museums
Department of Education
P.O. Box 110571
Juneau, AK 99811-0571

Chief Officer
Karen R. Crane, Director
(907) 465-2910

ARIZONA
Department of Library, Archives and
Public Records
State Capitol
Room 200
1700 West Washington
Phoenix, AZ 85007

Chief Officer
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(602) 542-4035
Youth Services
Deborah Tasnadi

ARKANSAS
Arkansas State Library
One Capitol Mall
Little Rock, AR 72201

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Youth Services
Cathy Howser, Library Program Advisor
(501) 682-2860

CALIFORNIA
California State Library
P.O. Box 942837
Sacramento, CA 94237-0001

Chief Officer
Gary E. Strong, State Librarian
(916) 654-0174
Children and Youth services
Bessie Egan
(916) 322-0375

COLORADO
State Library and Adult Education Office
Colorado Department of Education
201 East Colfax Avenue
Denver, CO 80203

Chief Officer
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Assistant Commissioner
State Library and Adult Education Office
(303) 866-6732

CONNECTICUT
Connecticut State Library
231 Capitol Avenue
Hartford, CT 06106

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DELAWARE
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43 South DuPont Highway
Dover, DE 19901

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Children' Services
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Tallahassee, FL 32399-0250

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Carole Fiore

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Division of Public Library Services
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IDAHO
Idaho State Library
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Chief Officer
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KANSAS
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Topeka, KS 66612

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Division of Library Development and Services
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Baltimore, MD 21201

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NEBRASKA
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New Jersey Division of State Library
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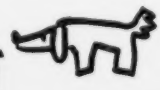

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VIDEO SEGMENT I

"THE LIBRARY-HEAD START PARTNERSHIP"

1. Introduction-montage and title.

The children, teachers, aides, and parents in this Head Start classroom have a new partner. . .The librarian and staff from the local public, or perhaps, the school library.

It's all part of the Library-Head Start Partnership Project, designed to help integrate books and library programs into the experiences of Head Start children and their families.

1a. Dolly Wolverton on-camera.

"The overall goal of this wonderful undertaking is to give Head Start children exposure to lots of imagination-stirring, thought-provoking books, as motivation for further learning."

2. Library: children's librarian at work talking with a child about a book as it is being selected from a face-out rack.

Just as you individualize the Head Start curriculum, the librarian selects and organizes books and other materials for the varied needs of children.

3. Librarian at another library location with a computer. Around her are journal reviews, children's books, etc. She examines and leafs through a new book.

A librarian uses recommendations, reviews and hands-on examination to select and order books, and to keep up-to-date on the best children's books and supporting media. The librarian also has access to many other print and electronic resources.

4. Head Start teacher and librarian meeting in the empty Head Start classroom. They discuss her lesson plan.

Your collaboration with the local library begins with a visit and a discussion about your group of children.

You'll discuss class size, age range and other general characteristics that guide your approach to a daily learning plan for each individual.

(The Head Start teacher describes her class.)

However, the focus of your discussions will be on the special needs of the children.

(Discussion: "What do you find most difficult to individualize in terms of what you have to cover in the curriculum?" The Head Start teacher talks about a child with a new sibling.)

Dissolve to:

5. Wide shot of a Head Start classroom full of active children. At the end of the first sentence, the video freeze-frames and the words "Learning Style" appears on the screen.

You'll discuss the learning styles of your children. Do some learn best when they have both visual and listening experiences, and others when they have something in their hands?

6. A different wide shot freeze-frames with "Developmental Levels" keyed.

You'll profile the variety of developmental levels within your classes. Are some performing below or above their age level? What do they understand, laugh at and respond to?

7. A different wide shot freeze-frames with "Emotional Variables" keyed.

Are there children whose emotional health is a factor in your teaching? Do some have attention deficit, or are withdrawn, or are disabled physically?

8. A different wide shot freeze-frames with "Home Situation" keyed.

Are many children from single parent homes with the parent working? Do some come without breakfast?

9. A different wide shot freeze-frames with "Culture and Language" keyed.

What are the cultures and languages represented in your group?

10. Return to the teacher and librarian talking in the empty classroom.

With help from the library, you can identify books and materials that will reinforce the curriculum and help tailor it to individuals.

Dissolve to:

11. Montage, with music, of the wealth of material. This includes panning the books as they are displayed, as well as the many story-related materials, such as puppets, video and audiotapes, puzzles, games, toys, etc. The teacher and librarian are included in some of the shots.

You'll want to visit with the librarian at the library to see all the possibilities.

12. The Head Start teacher and librarian examining shelves and racks of books, and selecting books and related materials. Their friendly relationship is modeled.

Dissolve to:

13. The librarian and Head Start teacher are seen at a library table with the books and related materials they have collected. They are talking about books and how they can be used in groups and with individual children.

Though many of the book-related activities will be conducted in groups, you'll find a variety of materials to better suit the individual needs and interest of your children.

(The discussion will point out that there are different uses for the books. Some are for reading to the group, others are to be read to specific children: "For the child with the family that's moving [or dealing with a death, a new sibling, illness, absence of a parent, etc.], this book will show her a character dealing with the same emotions. This other book would be good for your 4 year-old who is not quite ready for advanced material.")

[The discussion turns to the support material they have collected on the table.]

14. Close-ups on the broad range of book-related materials on the table.

However, the library has more than books. Enhancement materials fully integrated into the story experience can support a variety of learning styles.

[Discussion: "Puppets are a great way for kids to express themselves about the ideas they learn in this story. Why don't I bring the puppets when I come to visit your classroom?"]

Dissolve to:

15. Meeting at the library continues. The librarian is demonstrating some methods of using different puppets.

Helping assemble the materials is an ideal way to get parents involved. The librarian is prepared to assist you in making library materials come alive in the classroom.

Dissolve to:

16. Images of a celebration at a library with parents and grandparents.

Most of your library partnership activities will take place in your own classroom. But there can be events and occasions planned for children and their parents to visit the library.

17. Outside performer in the classroom giving a presentation. (Len Cabral's Story Theater)

The librarian can also help locate people outside the library to participate in programs.

Dissolve to:

18. The Head Start teacher a month or so later on the phone at the Head Start Center talking to the children's librarian. **Once your relationship is underway, you'll be familiar with the resources available and how to access them, including long-term loans.**

(Discussion: "Rose, can you get some materials ready for me? Remember I need something that is more challenging for a couple of my kids.")

19. Brief scenes from Segment II. story reading techniques.

As your partnership matures, you'll learn techniques to more effectively reach children with books and story materials.

20. Brief scenes from Segment IV. family involvement.

The partnership will encourage life-long learning and reading habits, linking library resources to all Head Start components: social services, health, education, and parent and family involvement.

VIDEO SEGMENT II

"ENTERING THE WORLD OF BOOKS"

21. Scene of a teacher enthusiastically reading a story with participation by the children.

When children enjoy stories, think about and identify with ideas, they are building self esteem. It is this self esteem, this confidence, that will lead to literacy and eventually to full participation in life as an adult.

22. From the point-of-view of a child, we enter an empty, but "print-rich" Head Start classroom. As the the camera moves, we see a well-organized room with words labeling many things. The shot then cuts to the particulars that make the room "print-rich", such as the areas labeled "Blocks" and "Science". The signs are neatly printed with markers. The children's art-work is on the wall, each under a brightly labeled child's name.

One of their first steps along this life path will be the one they take into a "print-rich" Head Start classroom. In such an environment pre-readers quickly become familiar with the words that identify objects and actions. Their artwork and clothes hooks are labeled with their names. Learning centers of the room are identified with words. There are books displayed face-out as well as in baskets. There are pictures, posters and globes—all with words that give them added meaning.

There are manipulatives waiting to be enjoyed, such as blocks and large wooden puzzles to strengthen eye-hand coordination and other pre-reading skills.

23. Pretend doctor's office, with magazines, etc.

Reading and related activities should take place all over the classroom. A pretend doctor's office can have medical charts, get well cards, and even magazines. The guidance and additional resources to help you create a "print-rich" environment is one of the benefits of your partnership with the library staff.

24. Reading Corner. Close-ups of the bookshelves, etc.

The librarian can also assist you in preparing a special reading corner, organizing it to be more inviting, more interesting with comfortable pillows to sit on, and an easy chair for an adult reader or storyteller.

25. Writing Center. Includes a small table with chairs and the objects described.

The Reading Corner can include a writing center with pencil and paper, crayons, rubber stamps, stencils, envelopes and scissors, magnetic letter boards, and block and cut-out letters.

26. Return to the wide shot of empty Reading Corner within an empty classroom.

Dissolve to:

27. Matched shot of the Reading Corner within the classroom, but now with children and all their activity and related sound. Seated comfortably within the Reading Corner is a young child with headphones and tape player looking at a book. Displayed nearby are story dolls, puppets, etc.

The library can also help you identify other materials to place in your Reading Corner to support the development of pre-reading skills. In addition to a continuing flow of books, these can include puppets, toys, and story dolls created from book characters.

28. We dissolve into the conversation, as the Head Start teacher and the librarian talk about reading aloud skills.

One of the most valuable benefits of your collaboration with a librarian will be help in acquiring skills for reading books with children.

Dissolve to:

29. The teacher, seated alone, studying one of the books from the pile.

Begin by selecting a book that you like and are comfortable with. Read it to yourself several times to identify ways to make it come alive.

Dissolve to:

30. The camera cuts to a Head Start teacher starting her focusing ritual.

Focusing rituals help children settle and prepare them to participate.

31. Teacher reads and discusses with children.

When you are reading to a group, use books that are large enough so that everyone can see the illustrations. The pictures should be bold and well-defined, and relate to the words you are reading.

Don't be too eager to get on with the story. Move the book around slowly to be sure everyone has a chance to see and think about the pictures.

Children like it when you change your voice to create different characters and personalities.

Key to the reading experience is that the children have the opportunity to participate. Books with repetition, a rhyme or a chant offer the chance for them to join in.

Let children enter into the story and relate the story to themselves and their own experiences.

Ask questions as you go along. But be sure they're open-ended questions that elicit more than simple yes/no answers.

Let them guess what they think happens next before you read on.

Dissolve to:

32. The same Head Start classroom. An aide reads *Peter Rabbit* to one child in the Reading Corner.

When sharing a book with an individual or just a couple of children, sit close or hold a child if it's appropriate. Warmth can also be conveyed by the tone of your voice.

In an intimate setting, you can use smaller books, since you'll be sitting close. Many children like to examine tiny details in the pictures.
This is an ideal opportunity to relate aspects of the story to each child as an individual. Allow plenty of time for personal responses and questions.

Dissolve to:

33. Montage of storytellers.

Storytelling is as old as history and a tradition in many cultures. You can make this tradition your own.

Effective storytellers choose stories they like since the stories will have to be learned and told with drama and enthusiasm. Storytellers find stories in books or use their own remembered experiences.

(Rose, standing amidst the children. She pulls out the "story hat".)

Some storytellers like to provide a focusing point, like a "story hat", that signals that "magic" is about to happen.

(The storyteller begins the story.)

Shorter stories are usually appropriate for young children. Add or subtract elements for different audiences and situations.

Be prepared for participation, especially if the story contains chants, challenges by characters, or repetitions.

Dissolve to:

34. Later as part of a new story, the storyteller uses a hand puppet.

Puppets are excellent enhancements and can help children participate in the story. The use of story extender materials can enhance a child's experience with books and stories.

35. A child using a puppet later with an aide.

Puppets and story dolls can also be used by the child who has trouble expressing emotion. Puppets can be an alter ego, making it possible to communicate feelings.

36. Puppet types displayed.

There are a wide variety of puppet types: stick, string, hand, finger. The librarian can suggest which stories work well with puppets and other dramatic play. Simple stages can be built from cartons and colored paper.

37. A flannel board is used in a story told by Oralia Garza Cortes.

Cut-out figures that stick to a flannel board are another popular enhancement. Children can assist the storyteller in illustrating the story.

38. An area in the library where children's recordings and audio are kept, as a librarian pulls some material.

The library is also a good source for music to accompany stories. Audiotapes are easy to use.

39. Multimedia materials displayed with the related books.

There are a lot of books that are accompanied by related media, such as videos and filmstrips. These can help you develop a story theme built around an animal, holidays, or even a color.

40. Graphic screen with video window. The consistent heading is "Book-related Activities" next to the video window. The video window changes to different close-ups as described. Below the window are captions for the individual activities.

41. C.U. a picture being drawn. Caption: "Art Activities."

The activities that are already part of your Head Start program can also relate to books, such as children and volunteer parents together creating artwork from stories.

42. Children acting out a scene. Caption: "Dramatic Play/Acting."

Dramatic play and acting out scenes from books are effective enhancements as are finger plays and games.

43. Children singing. Caption: "Music/Songs."

Songs related to your theme can be used to close a story-time, or give children a chance to stretch between stories.

44. C.U. of food being prepared by children, cut to play recipe. Caption: "Nutrition."

A surprising number of stories have food as a major element which ties in nicely with the importance of nutrition and meal preparation in Head Start.

45 & 46. Head Start teacher talking to a child about one of the stories read earlier, connecting the story with some emotion the child is feeling.

(We hear a brief discussion with a child.)

However, the best enhancement you can provide may be simply talking about the stories, showing children that books continue to have meaning for them long after the stories have ended.

VIDEO SEGMENT III

"EVALUATION/SELECTION OF MATERIALS"

47. Open on a montage of library displays of children's books. A hand selects one of those displayed.

The number of children's books published grows each year. But which are the outstanding ones that children will make their own?

48. Book retrieval shots are intercut with close-ups of a written list as a finger points to various book titles.

A librarian reads and compares lots of children's books and uses tools to help her evaluate them. She can share with you some of the things she knows about what makes a good book good.

49. A table full of bibliographies on many different subjects.

Among the basic selection tools are bibliographies and book lists. Bibliographic listings are a guide to the best of the huge number of childrens books, and are available to help you select books from a multitude of topics. There are book lists for children with special interest and needs, books about places or kinds of people.

50. Table of journals and magazines with reviews, close-ups of reviews.

Reviews provide additional guidance to the content and quality of children's books. Reviews appear in professional journals, library journals, those for the early childhood community, and periodicals for teachers and others. They also appear in newspapers and consumer magazines.

51. Head Start teacher and librarian at the library working together with sources, writing up a list.

You will use some of these bibliographies and reviews yourself, and your librarian can prepare special lists for you based on what you think your children will like.

52 & 53. Montage of Head Start teachers and children. C.U.'s of books displayed on end in the Reading Corner surrounded by Head Start classroom activity. A child picks one to read. *Flecha al Sol. Whistle for Willie. Mommies at Work.*

As a Head Start teacher, you know an individual child's needs are not just based on age, and stage of development. Among the books you choose should be those that reflect the culture, family lifestyle, and racial and ethnic background of children in the classroom. Also considered should be the child's emotional life and physical abilities.

54. Child with or w/o an adult, looking at pictures in a book. A variety of other books are nearby. *The Lost Lake. How My Parents Learned to Eat. Madeline.*

But children must also be exposed to people and cultures beyond their own experience. It is not enough to avoid stereotypes and tokenism. The books you select should open the child's mind to the differences and similarities of people.

CONTENT AND LITERARY CRITERIA

There are a number of things to look for in selecting a good storybook for reading to children.

55. SETTING

Children like stories to be grounded in a definite location and time. Some stories can reflect everyday experiences.

Children enjoy stories set in imaginary places as well.

But stories should also stretch children's thinking by introducing them to new worlds and cultures.

56. POINT-OF-VIEW

Many stories are told by an all-knowing narrator who describes the action and what the characters are feeling.

However, stories told by the main character have a special immediacy and appeal.

57. CHARACTERS

The characters, whether people or animals, should be dynamic, developing and changing as real people do.

Characters should have traits and feelings children will recognize in themselves.

Select stories that show characters in a range of roles, genders, ages, races, and cultures.

58. PLOT

Children like to know where a story is going, and even be able to anticipate the next event. Knowing what is coming next gives children the feeling that they are reading by themselves.

Humor, suspense, and surprise all delight children.

59. THEME

Good stories have underlying themes. Children should "get" the main idea: For example, the importance of sharing.

60. WORDS & VOCABULARY

A book should contain words that can expand vocabulary.

Sentence structure & length should be appropriate for the age group.

An added plus are "juicy" words that tickle the imagination and are fun to say.

Kids love word play and rhymes.

61. ILLUSTRATIONS

The style and mood of a book's illustrations should complement the text, and help children follow the story sequence.

Pictures can extend the story by saying things the words don't say.

Just by themselves, good illustrations can help children understand the story's basic concepts.

A well-illustrated book delights children and allows them to discover more in the pictures each time they pick it up.

63. A Head Start teacher reading a story. Cut to a close-up of the book as she shows the pictures to the children.

The book itself can play a major role in introducing children to reading skills.

64. Close-ups of books concentrating on the physical properties.

They should have the opportunity to see individual words and letters. Large type sizes and clear words are important for pre-readers.

The printing of the illustrations should be of high quality. Good printing enhances children's sense of what a quality book is.

The open book should allow everything to be seen. Words should not run into the margins.

Good jacket artwork definitely attracts readers. Laminated or plastic covers help protect books from stains or fingerprints.

The binding should be strong and the pages sewn-in, not glued, to stand up to heavy use in the classroom setting.

65. Character-generated text list including, "audio-visual materials, videotapes, film strips, films, slides, records, tapes, cd's, magazines, educational computer programs, toys, games and realia".

In your pre-reading program, stimulate and follow-up interest in the story with non-book materials. A story can often be told in a non-print format.

66. Display of reviews, lists and other information about materials

To help you select the best of these materials there are published lists, reviews, and other guidelines the librarian can help you locate.

67. Flashback to teacher and librarian talking about book-related materials in the library.

If you are using library-owned materials you can be confident that the material in your library's collection has been selected using established guidelines.

68. Teacher at the library reviewing some materials, such as a videotape or a story-related toy.

However you obtain these materials, never use them with children unless you are familiar with them yourself.

69. Montage of shots from this segment focusing on the selection and reviewing activities, and ending with a reading aloud scene.

Choosing among the vast array of books may at first seem a daunting task. But with the help of the librarian, you'll find that using books that are right for your children is a reward in itself.

VIDEO SEGMENT IV

"LIBRARY ASSISTANCE TO ADULTS"

70. Parents with their children. They walk with their children to a Head Start classroom.

(Section title: "Building Bridges to the Home.")

Parents are the first and most important influence on a child's desire to learn. To help their children get ready to read, Head Start parents need to know how to reinforce what the children are learning. As a Head Start teacher, there are some things you can do to help them.

71. Parent(s) listening to a book being read in a Head Start classroom.

Begin with inviting parents to observe your reading and story activities in the classroom.

72. Parent(s) assisting in story activities. (Nice example of a 2-3 language speaking parent who comes in to translate for a child.)

Then encourage parents to participate in class storytime.

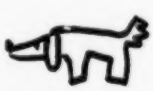
73. Head Start teacher talking to parents about follow-up. A parent shows concern for the child with the teacher. The teacher knows others have expressed these concerns also. Perhaps the librarian can put a workshop together.

Discuss with parents their child's pre-reading activities and the possibility of workshops that will help them practice these activities at home.

74. Group of 5-6 parents in a training workshop, hosted by the Head Start teacher and a librarian.

The librarian can help design workshops that involve parents in their child's development as a reader. Workshops can include a variety of topics, such as helping their children identify objects and develop concepts, and how to read aloud.

74a. (Workshop discussion on making family books, including drawings, photos, favorite small objects for focusing family discussion.)



One focus will be encouraging parents to recognize learning opportunities they see in everyday home life. Tell parents it's important to talk to their child about everyday family matters.

75. At home with one of our families. We see the environment and activities.

Parents need to know that they, too, can create a "print-rich" environment. The library can provide them with resources, such as picture cookbooks that they will enjoy using with their children. Even the simplest things can enhance children's pre-reading skills such as magnetic letters on the refrigerator, shopping lists, newspapers, magazines, and word games. Seeing parents reading to themselves can be a great motivator.

76. A shot of a parent talking to a kid while watching a dinosaur program on TV.

Parents should also know they can harness the power of TV as a learning tool. Adults can select programs that they and their children can watch together.

77. A parent looking through a book about dinosaurs with the child.

Libraries sometimes receive advance information about TV programming. Parents can talk about and follow-up programs with books and related materials from the library.

78. Shots of home-based program. Teacher is discussing a book.

If you are a home visitor in the home-based option, you will need to emphasize to parents their added responsibility in using books. Provide them with a variety of carefully selected materials.

79. Large-scale special event at a library attended by parents and children.
(Section title: "Library Resources for Adults.")

Getting Head Start parents involved in their child's pre-reading introduces them to their own use of the library.

An orientation to the library itself can be linked to events you urge families to attend, including those Head Start and the library jointly sponsor for special occasions.

80. Library scenes.

Or their introduction can be through library programs you promote such as parent-child story times.

Once familiar with the library, parents will find many services that can help them.

81. Brief scenes to match narration.

The library is a center for meetings and community activities. Library cards are available for the loan of books and other materials. Typewriters, copiers, and computers including data bases also may be available for use.

82. Video graphic screen: CG text heading: "Employment Information." Other text as narrated. Within a video box are assorted items, including people requesting computer or print listing of jobs, licensing requirements, community service information, etc.

Libraries provide employment information, which may include a state job bank. They will have listings of accredited vocational and technical training programs, licensing requirements for occupations such as drivers and beauticians, guidance on GED high school equivalency and requirements for entrance into higher education programs.

82a. (CG text heading changes to "Community-based Services.")

The library can identify and refer adults to community-based services, including housing information, where to find counseling for children, the availability of literacy volunteers, and health related programs.

83. Scene of family literacy program.

The library itself may sponsor classes in areas such as parenting skills, English, language training, and family literacy.

84. Short workshop scenarios in the Head Start classroom that will show a librarian interacting with Head Start teachers and staff on the topics discussed in the narration.

(Section title: "Technical Assistance for Head Start Staff.")

The children's librarian and library resources can also help you do better what you're already doing. Requesting special workshops is an excellent way to increase the skills of your staff and classroom volunteers.

85. Workshop in progress.

(Discussion: "Follow-up materials for *Spaghetti, I Say* book including graph and Venn diagram.")

Library workshops can help you identify learning experiences in your curriculum using library books and other materials.

Dissolve to:

86. The same workshop, but now later in the session where the topic has turned to stimulating creative thinking. Books and various related objects are on the table.

(Discussion: "Concept books like Whose Shoe? can help children use their imagination. Follow up with Shoe Tic-Tac-Toe.")

Another library workshop focus can be the use of books in the development of creative thinking.

86a. The same workshop turns to the topic of self-evaluation: "Let's identify some objectives so that we can evaluate how we're doing. What are some objectives we should include?"

Based on goals and objects you establish, workshops can help identify ways of evaluating the success of what you are doing with library materials.

Dissolve to:

87. C.U. of a book showing how to bind it with yarn.

88. C.U. of a child "binding" his/her book.

The library can also help you expand activities that help children focus on the enjoyment of books and reading.

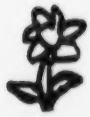
89. Teacher handing over a list to a librarian. The librarian is at the computer surrounded by book catalogs.

And when you decide to add to your permanent book collection, coordinating book selection, ordering and purchasing with your library partner may provide you with a broader selection and price benefits.

90. Closing statement supported by a montage from all of the segments.

What children gain from living with books is a desire to explore a world much larger than their own, a sense of identity and confidence, and a sense of who they can become.

Acquiring a love for literature is the most powerful incentive for children to become lifelong readers and writers.



A LIST OF BOOKS DISCUSSED IN THE LIBRARY HEAD START VIDEO

Verna Aardema. *Why Mosquitoes Buzz in People's Ears*. Dial Books. 1975.

Karen Barbour. *Little Nino's Pizzeria*. Harcourt Brace Jovanovich. 1987.

Margaret Wise Brown. *Goodnight Moon*. HarperCollins. 1947.

Eric Carle. *The Very Hungry Caterpillar*. Philomel Books. 1969.

Eric Carle. *Papa, Please Get the Moon for Me*. Picture Book Studio. 1986.

Donald Crews. *School Bus*. Greenwillow Books. 1984.

Alejandro Cruz. *The Woman Who Outshone the Sun*. Children's Book Press. 1991.

Ina R. Friedman. *How My Parents Learned to Eat*. Houghton Mifflin. 1984.

Rita Golden Gelman. *More Spaghetti, I Say*. Scholastic. 1992.

Gail Gibbons. *Prehistoric Animals*. Holiday House. 1988.

Eloise Greenfield. *Grandpa's Face*. Philomel Books. 1988.

Mwenye Hadithi. *Hot Hippo*. Little, Brown. 1986.

Sarah Hayes. *Eat Up Gemma*. Greenwillow Books. 1988.

Kevin Henkes. *Julius, The Baby of the World*. Greenwillow Books. 1990.

Elizabeth Starr Hill. *Evan's Corner*. Dial Books. 1967.

Anna Grossnickle Hines. *Daddy Makes the Best Spaghetti*. Houghton Mifflin. 1986.

Elizabeth Fitzgerald Howard. *The Train to Lulu's*. Bradbury Press. 1988.

Pat Hutchins. *The Doorbell Rang*. Greenwillow Books. 1986.

Ezra Jack Keats. *Peter's Chair*. HarperCollins. 1967.

Keiko Kasza. *The Wolf's Chicken Stew*. Philomel Books. 1987.

James Marshall. *George and Martha Encore*. Houghton Mifflin. 1973.

Mercer Mayer. *There's A Nightmare in My Closet*. Dial Books. 1968.

Gerald McDermott. *Anansi the Spider: A Tale from the Ashanti*. Henry Holt. 1972.

Ann McGovern. *Too Much Noise*. Houghton Mifflin. 1967.

Margaret Miller. *Whose Shoe?*. Greenwillow Books. 1991.

Beatrix Potter. *The Tale of Peter Rabbit*. Dial Books for Young Readers. 1987.

Kristina Rodanas. *Dragonfly's Tale*. Houghton Mifflin. 1991.

Fred Rogers. *Going to the Doctor*. Philomel Books. 1986.

Allen Say. *The Lost Lake*. Houghton Mifflin. 1989.

Maurice Sendak. *Where the Wild Things Are*. HarperCollins. 1963.

Dr. Seuss. *Horton Hears a Who!*. Random House. 1982.

Audrey Wood. *Quick as a Cricket*. Child's Play International. 1990.

Ed Young. *Lon Po Po*. Philomel Books. 1989.

BOOKS CONTAINING STORIES TOLD BY ROSE TIMMONS

Julius Lester. *The Knee-High Man and Other Tales*. Dial Books. 1972.

Gerald McDermott. *Anansi the Spider: A Tale from the Ashanti*. Henry Holt. 1972.

Elizabeth Sechrist. It's Time for Storyhour. McCrae Publishers. 1964 ("Cheese, Peas, and Chocolate Pudding")

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